DOCUMENT RESUME

ED 196 483 JC 810 024

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TITLE Educational Leadership in the Community College: Its Dimensions and Dilemmas.
PUB DATE [76]
NOTE 82p.: Part of the Media Systems Series in Creative Teaching.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Administrators: College Administration: College Faculty: *Decision Making: Group Dynamics: Leadership: *Leadership Qualities: Leadership Responsibility: *Leadership Styles: Leadership Training: Participation: Personality Traits: *Power Structure: *Self Evaluation (Individuals): Task Analysis: Two Year Colleges
IDENTIFIERS *Participative Management

ABSTRACT

This four-part learning module was designed to assist educators in evaluating their leadership style and professional interactions with others. After defining leadership, Part I discusses task analysis and illustrates its use in educational settings. Then, the module lists the personality traits identified in research as important to successful leadership and asks the learners to rank the importance of the traits and assess themselves in terms of each. Next, people-centered and task-centered leadership styles are depicted as two poles of a managerial grid, with each square on the grid representing a different management style. Part II focuses on power, identifying three determinants of power (i.e., resources, dependency, and alternatives) and five levels of power (i.e., reward, coercive, referent, expert, and legitimate). This section also considers the power inherent to certain positions within an organization. Part III presents a continuum of educational leadership styles, ranging from extremes of autocracy to abdication. This section helps the learners determine to what degree decision-making should be participatory, providing criteria for making this determination. Finally, Part IV looks at the characteristics and limitations of charismatic and intellectual leadership, and considers the value of directive and non-directive counseling in management. The module provides reinforcement exercises throughout and pre- and post-tests. (AYC)

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EDUCATIONAL LEADERSHIP in the COMMUNITY COLLEGE: ITS DIMENSIONS AND DILEMMAS

By

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PART I: LEADERSHIP STYLES

INTRODUCTION

Anyone who is responsible for performing as a leader will benefit from a better understanding of the leadership style practiced on the job. Whether you manage a large corporation, a college, or a classroom, you face virtually the same problems and challenges. When do you involve others in the decision-making process? What others do you involve? How are problems solved within your sphere of influence? How do you motivate others in the work setting?

Self awareness can be a powerful asset particularly when we deal with other people. Knowing how we appeal to others can help us become more effective in getting our job done. With this concept in mind, we have put together Part I of this self instructional module for you to use in realizing what style of leadership you tend to employ in a particular situation and which style(s) you and others think you employ. We expect that you will learn how really complex the forces can be which play on you as you attempt to fit your behavior to the work situation.

Before you begin, however, we would like for you to review the objectives and to engage in a pretest that is designed to assist in familiarizing you with some of the terms and concepts with which you will become acquainted in this module.

LEARNING OBJECTIVES

After successfully completing this module you will be able to:

1. Match at least 18 of 20 terms and concepts listed in this module with the definitions provided (i.e., master 90% of the terms and concepts.)

2. Conduct a self-assessment of how you or your instructors perform tasks on the job.

3. Conduct a self-assessment of your leadership traits and compare this analysis with norms provided.

4. Conduct a self-assessment employing the Blake-Mouton Grid in order to evaluate four components of instructional leadership.

5. Apply concepts of power in order to determine influence patterns present in an educational setting.

6. Apply concepts of power in order to determine levels of power present in educational settings.

7. Apply concepts of power in order to determine the strengths of position power in various educational settings.

8. Apply decision theory in order to improve your effectiveness in an educational setting.

9. Demonstrate your interest in the concept of educational leadership by expanding your knowledge and inquiry in concepts that make you more powerful and effective in the instructional setting.

10. Demonstrate your interest in educational leadership by completing the Evaluation Form and returning it to the authors.

RATIONALE

You are a competent teacher or administrator or you would not be in a position that would cause you to be concerned with this module. However, we believe that leadership can always be improved. The requirements for you to lead in a given situation can be analyzed, understood, and even changed for those who are willing to work. We collected the information and exercises in this module to help you analyze and understand your leadership style and how you interact with others to accomplish your job.

As you are aware, theories on leadership sprout up like crabgrass every year. Books about how and how not, when and when not, who and who not, and why and why not to manage would fill a good-sized library.

One of the most important points to remember is that there is really no pat or set way to lead in every situation. Different situations, different job positions, and different people call for different leadership styles. The trick is to become familiar with yourself and with the various types of leadership theories so that you can creatively choose a fitting style to enhance most problem-solving in your organization.

PRELIMINARY ACTIVITIES

In this module we will be dealing with several concepts that will most probably be new to you. It is our belief that an opportunity to think about these concepts and to understand their meanings in advance of completing the module would be beneficial.

Please take a few minutes to attempt to match the meaning of a term or concept with its definition. The directions listed below will assist you in better understanding the tasks in this module.

1. Read the term or concept on the left side of the page and search the right column of definitions for the meaning that you believe to be correct.
2. When you have found what you believe to be the correct answer, write the correct letter in the space provided beneath the terms.
3. When you have matched all terms or concepts with their meanings, check your answers with those that we have provided.
4. Revise your answers by selecting the correct choice.

Terms and Concepts

1. Task Theory

_____

2. Trait Theory

_____

3. Two-Dimensional Leadership

_____

4. The Managerial Grid

_____

A. One of the determinants of power, defined as how many different options one has in dealing with a powerful individual.

B. A means of viewing the strength of a leader's concern for people and for task accomplishment.

C. One of the determinants of power, defined as the property of an individual that enables the person to determine rewards and costs to others who interact with him.

D. A theory of leadership that focuses on work in terms of what is done in order to determine systematically how the job should be accomplished. A work-centered leadership approach designed to increase productivity.

5. Leader Influence

_____

6. Leader Power

_____

7. Determinants of Power

_____

8. Resources

_____

9. Dependency

_____

10. Alternatives

_____

11. Levels of Power

_____

12. Reward Power

_____

13. Coercive Power

_____

14. Referent Power

_____

15. Expert Power

_____

E. A type of power in which individuals exercise influence over others by controlling things desired.

F. A participative style of leadership in which the leader elects to use the resources of others to improve decision quality and group commitment.

G. A hierarchy of power in which individuals exercise influence over others in relation to the type of power that is present in a situation.

H. A theory of leadership that focuses on personality. The theory argues that we look at what an individual possesses in relation to what a job demands.

I. A dimension of power that relates to the role that an individual plays in the organization and the influence one is able to expect by virtue of status afforded.

J. One of the determinants of power, defined as how much another person needs the resources of the person who holds them.

K. A type of power in which individuals exercise influence over others when followers perceive the leader possesses special skills or information.

L. The Group challenged by the authors of this module to overcome barriers to effective decision-making by understanding the dimensions of overcoming the dilemmas of educational leadership.

M. A theory of leadership that focuses on a leader's behavior in terms of concern for getting the job done and concerns for those who accomplish the tasks.

N. A type of power in which individuals exercise influence over others when followers have decided to model a leader's behavior.

O. A framework for the interaction in which power relationships can occur.

16. Legitimate Power

_____

17. Position Power

_____

18. Continuum of leader behavior

_____

19. Group Decision-making

_____

20. The Reader of this Module

_____

P. A type of power in which individuals exercise influence over others by controlling unpleasant events.

Q. The quality of a leader that produces the act or the power of producing an effect without apparent force.

R. The highest level of power--a type of power in which followers have interacted over a sequence of events with the leader and have decided that the leader <u>should</u> lead and <u>should</u> be followed.

S. The result of the interaction or exchange between leaders and followers that allows the leader to influence and make decisions.

T. A notion of leadership theory which argues that depending on the situation the leader should vary his leadership style.

Evaluation: Number Correct _____

Number Incorrect _____

LEADERSHIP DEFINED

Management has to do with getting the most out of an available set of resources. Leadership has to do with getting the most out of one subset of those resources--PEOPLE. Education is one of the most people oriented of all of society's functions. Government, parents and society in general expect education to pass on the culture and to provide for most the opportunity for the good life. In the education setting the need for positive leadership is great.

Over the years individuals in leadership positions have manifested different styles and approaches in attempting to deal with the problem of leadership. The intent of this overview is to review some of the significant methods and research on leadership styles over the past seventy years, and to look at some contemporary leadership models, theories and applications.

EARLY THEORIES

Task Theory

Scientists and management theorists have been attempting to answer the question, "How do leaders get more out of people?" since the beginning of the Industrial Revolution. For you as a teacher or an administrator, the question may be, "How do I get more out of students?" For you as administrator the question may be, "How can I help teachers get more out of students?" Frederick W. Taylor, known as the "father of scientific management," was probably most responsible for the development of the dominant industrial leadership style of the first half of the 20th century. Though he expressed considerable interest in the welfare of the worker, Taylor generally did not credit workers with a production centered or organization centered orientation. Nor did he put much stock in worker experience. Through the use of time and motion study, Taylor was able to analyze jobs and determine systematically how they should

be done in the interest of improved productivity. From this scientific base Taylor averred:

> Each workman each day was given a definite task with detailed written instruction and an exact time allowance for each element of the work.[1]

If ole Fred visited your classroom or school today he would probably analyze your approach to your work. He might even stay with you for a term, or semester or a school year. He would want to determine scientifically exactly what you do on the job. How many times do you do it, and with whom do you interact? In a nutshell, Taylor would be trying to determine that because you as an instructional leader or administrator carry out certain kinds of duties, you are distinguishable from other individuals. Taylor would strongly argue that if he observed you over a long period of time he could scientifically structure the teaching profession and its supervisory structure. He could, in turn, help teacher training institutions in deciding what to teach, and administrators in how to recognize good teaching when they see it.

Exercise A[2]

Let's assume that Taylor or one of his teaching analysts studied you in action in the classroom for one school year. Listed below is what may have been recorded.

1 = High 5 = Low

Duty: / Tasks:	% of time spent	Importance of Task 1 - 5	How well task is accomplished 1 - 5
Prepares Lesson Plans:	(10%)	(4)	(3)
Determines learning outcomes			
Sequences content			
Selects instructional strategy			
Preassesses learners			
Documents plans			
Conducts Instruction	(50%)	(5)	(4)
Relates why a learning task is important			
Coordinates student learning			
Provides practice during learning			
Evaluates Instruction	(20%)	(5)	(2)
Prepares diagnostic tests			
Prepares lesson posttest			
Prepares unit exams			
Prepares course exams			
Analyzes test results			
Revises Instruction	(20%)	(3)	(2)
Determines inadequate instruction			
Analyzes learner difficulties			
Revises instruction			
Documents revision plans			

In each case on the preceding page we have written in some broad estimates of how an instructor may have scored in Mr. Taylor's scientific analysis. As an instructor you may like to make a more detailed estimate of your own performance in your present job. We hope that you will estimate the percentage of your time that you spend on each task, how important you perceive each task to be, and how well you perceive that you perform each task.

As an administrator you may enjoy estimating how you believe your instructors spend their time, how important you believe the tasks to be, and, in general, how well you believe tasks are being accomplished.

Step 1:

Determine what percentage of your time is spent or in the case of administrators how much time you believe instructors spend on each of the four broad aspects or duties of teaching. Place your estimate adjacent to the percentage listed in the example.

Step 2:

Within each duty, how much time spent on each task? We suggest that you use the following symbols.

\+ = a great deal

Δ = average amount

\- = small amount

Step 3:

What is your estimate of how important each duty is to the overall profession of teaching? Please assign an estimate of the importance of each task ranging from 1, being low, to 5, being high.

Step 4:

What is your estimate of how well each duty is accomplished? Fill in an estimate for each duty. Again 1 is a low score and 5 is the highest score.

Feedback

When you have completed your analysis, please compare your estimates with those provided by the authors. Your analysis may differ significantly since the examples provided apply to university teaching at the graduate level.

Teaching Task Analysis*

1 = High 5 = Low

Duty: / Tasks:	% of time spent	Importance of Task 1 - 5	How well task is accomplished 1 - 5
Prepares Lesson Plans:	(10%)	(4)	(3)
Determines learning outcomes	+	3	4
Sequences content	Δ	2	4
Selects instructional strategy	Δ	4	5
Preassesses learners	−	4	2
Documents plans	−	2	2
Conducts Instruction	(50%)	(5)	(4)
Relates why a learning task is important	+	5	4
Coordinates student learning	+	5	4
Provides practice during learning	Δ	4	5
Evaluates Instruction	(20%)	(5)	(4)
Prepares diagnostic tests	−	2	2
Prepares lesson posttest	Δ	3	3
Prepares unit exams	Δ	2	5
Prepares course exams	Δ	4	5
Analyzes test results	Δ	4	5
Revises Instruction	(20%)	(3)	(4)
Determines inadequate instruction	Δ	5	5
Analyzes learner difficulties	Δ	3	3
Revises instruction	+	3	4
Documents revision plans	−	2	2

Summary

The task analysis just completed would be helpful in scientifically determining what instructors do on the job, your perception of how important each duty is in the overall profession of teaching, and how well you think you or the instructors in your college are performing. This analysis would be helpful in designing an in-service program, or an administrator might use such an analysis in dialoguing with instructors concerning curriculum decision or as a beginning to an evaluation system.

Can you think of some weaknesses in this analysis?

Trait Theory

If you thought of the need to consider attitudes and values as a weakness of the analysis that we just conducted, you are correct. Many people have believed that certain individuals such as teachers, counselors, and school administrators must have specific qualifications which enable them to rise above the population they have been chosen to serve. People expect leaders in education to assume responsibilities not every one can execute and to pass on to the youth they teach those attitudes and beliefs generally held in society. In a massive undertaking Ralph Stogdill studied 124 research projects carried out between 1904 and 1947 and another 163 studies carried out between 1948 and 1970.[3] Stogdill's study showed certain personality traits which these studies stressed as important for success in leadership. However, we must exercise caution in interpreting his results. The list below shows only those traits which were most in evidence. Furthermore, in modern studies the

situation in which the leader functions has been found to be the most important factor. With the limitation in mind, it remains an important exercise to consider traits necessary to be a successful educational leader. The next exercise will provide you with an opportunity to rank the key traits that Stogdill described and to estimate the extent to which you believe that you possess these traits.

Exercise B

Below are listed the traits that were most often listed in Stogdill's research. As before you may like to rank these traits both in terms of how important you think they are to your success in educational leadership and to rank the traits in terms of your own leadership profile. Please review the trait list below and rank the traits as follows:

Step 1:

Rank order the 11 traits from 1st to 11th. That is from the most important trait in educational leadership (no. 1) to the least important (no. 11).

Step 2:

Now consider your own leadership traits. To what extent do you think that you possess the 11 traits? Rate yourself on a scale of 1 being a low amount of the trait to 5 being a high amount of the trait. Please remember that this is your self-assessment--you do not need to share these results with anyone!

Trait	Rank From 1 to 11	My Trait Profile Scale 1 - 5	Stogdill
A. Fluency of Speech			
B. Ascendance, dominance			
C. Knowledge			
D. Emotional balance, control			
E. Originality, creativity			
F. Self Confidence			
G. Desire to excel			
H. Drive for Responsibility			
I. Interest in Teaching			
J. Interpersonal Skills			
K. Participation in social events			

Feedback

Listed below is the author's listing of important traits in educational leadership and a self-analysis of the degree to which the traits are perceived to be possessed by the authors. In the final column is listed Stogdill's ranks. Compare your decisions with ours. Differences will be evident and areas where you differ significantly may be due to differences in job requirements or the subject of some planning for your self-development. Good luck and press on!!!

Trait	Rank From 1 to 11	My Trait Profile Scale 1 - 5	Stogdill*
A. Fluency of speech	10	5	7
B. Ascendance, dominance	7	4	3
C. Knowledge	6	4	9
D. Emotional balance, control	8	4	8
E. Originality, creativity	9	4	10
F. Self confidence	2	5	2
G. Desire to excell	1	5	6
H. Drive for responsibility	4	5	4
I. Interest in teaching	3	4	11
J. Interpersonal skills	5	5	1
K. Participation in social events	11	4	5

*In Stogdill's study researchers measured the existence of a given trait among a group of people in leadership positions and among a group of people not in leadership positions. There was a position correlation between these in leadership positions and the traits listed above. For further information see R.M. Stogdill's Handbook of Leadership, MacMillan/Free Press, 1974.

Summary

You may want to examine the list carefully. Your first analysis allowed you to determine how important each trait is to success. Your second analysis allowed you to estimate how much of each trait you think that you now possess. If there is a significant difference between your perceived value of a trait and your estimate of your possession of the trait, you may want to make plans to engage in professional development in order to close the gap.

You may also want to know the number of times these traits were mentioned in the massive analysis by Stogdill. Remember the limitations listed above. Then fill in the rank of the trait as reflected by the number of times the trait was listed in Stogdill's study. A rough rule of thumb may be: The higher the number of times a trait was studied the more important it is to success in a leadership position. With this caveat in mind the rank order of the traits according to Stogdill is as follows. J-1st, F-2nd, B-3rd, H-4th, K-5th, G-6th, A-7th, D-8th, C-9th, E-10th, and I-11th. You may like to fill in Stogdill's ranks on the table at Exercise B.

NOTE: If we can believe the information listed above, it is much more important to possess skills for getting along with others (J) and to possess self confidence (F), than it is to be creative (E) or be interested in teaching (I).

LEADERSHIP: A MATTER OF LOCUS

If you are beginning to get the idea that there is more to leadership theory than meets the eye, we are with you. We already have looked at two dimensions of leadership. Task Theory centers on what we do and Trait Theory on what we are. Neither theory fully explains why some people become leaders and remain leaders.

Two-Dimensional Leadership

To this point we viewed leadership first in terms of tasks, then in terms of traits. Can we combine these views somehow? Ohio State Researchers answer with a resounding "yes"! Perhaps looking at leadership from two dimensions will add to our knowledge.

Because of problems encountered with both the Tast and Trait Theories social scientist began to concentrate on leader behavior in the early 1950s. Researchers at Ohio State University first described leader behavior that made a clear distinction between the technical actions of the leader (i.e., teaching subject matter) and the human actions of the leader (i.e., how the teacher interacted with students).[4] This major distinction has been carried through with many new theories of leadership. In these theories we use the terms, "task-oriented" behavior versus "people-oriented" behavior. Other studies suggest that "task-centered" or "people-centered" leadership can, under different conditions, produce different results. For example:

--more group pride was fostered by people-centered supervision
--bright members performed better under people-centered supervision
--task-centered supervisors produce better results in large rather than small groups
--the effectiveness of the type of supervision involved depends upon the kind of work required of the group.[5]

Managerial Grid. One of the best known models of "people-centered" versus "task-centered" leadership is the Managerial Grid of Robert R. Blake and Jane S. Mouton.[6] These two authors write of "concern for production" and "concern for people." In our case we could substitute "concern for students" and "concern for teaching" or in the case of administrators, "concern for instructors" and "concern for instruction".

The "Managerial Grid" depicts these two concerns on a set of axes. The horizontal axis represents concern for teaching or supervision, while the verticle axis represents concern for students or instructors. To summarize this dichotomy we might conclude that a good instructional leader must simultaneously make certain that students master the tasks assigned and demonstrate a human concern for the learner as a person. An administrator demonstrates concern for the instructor as a person and concern for the instruction provided to students. As we discuss the Blake-Mouton Grid, we will use the terms "leaders" and "followers" for simplicity.

Figure 1

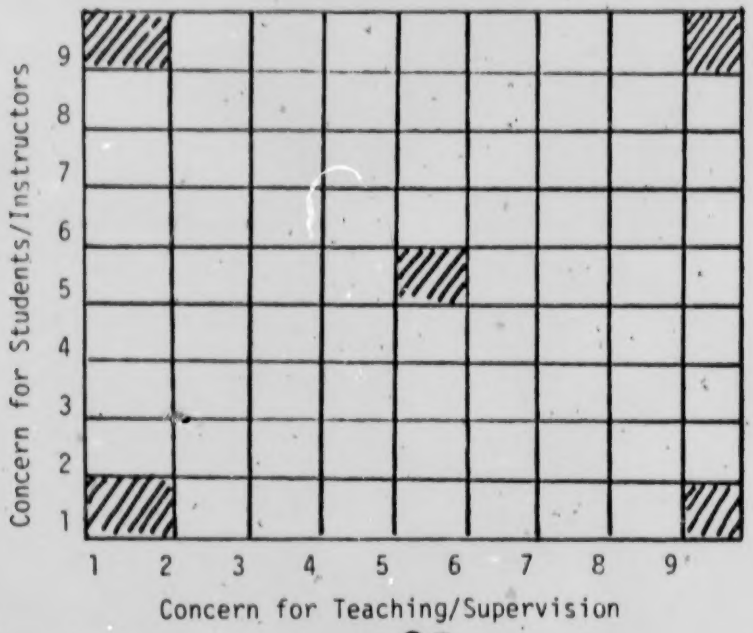


Figure 1 shows this arrangement as a nine-sided square grid. The subdivisions represent the degree of concern. Each square in the grid represents a possible leadership style. The shaded corner squares represent the extreme positions that a leader can assume. These are briefly described below and have been modified to reflect the teaching-learning process. In all cases below leader refers to the instructor in an instructional setting and the administrator in an instructional setting. Follower refers to students in the instructional setting or instructors in their relationships to administrators.

Position 9,1 (Lower right hand corner): The relationship between the leader and his followers is based on the exercise of authority and obedience. Followers exist for the purpose of implementing plans assigned to them. Little concern is given to the total development of followers or to communicating with them beyond issuing instructions or procedural changes. The 9,1 motto is "nice instructors or administrators get nothing done"

Position 1,9 (Upper left hand corner): Followers are expected to turn out some work to avoid trouble and because of loyalty and acceptance. The "leader" is more of a big brother or sister than a stern parental figure. Human relationships, in the sociable meaning of the phrase, are important, in and of themselves. The 1,9 motto is "Let's get along well together"

Position 1,1 (Lower left corner): A leader with a 1,1 orientation exerts minimum influence in his contacts with others. In a supervisory position, he is most likely to be found executing messenger-carrier functions . . . Through minimum contact and non-involvement, 1,1

reduces the need to take more active steps with respect to leader responsibilities. Being present yet absent is the 1,1 accommodation. The 1,1 motto is "You don't bug me--I won't bug you."

Position 5,5 (Middle of the grid): A basic assumption of 5,5 is that followers will work willingly and do as they are told if the reasons for doing so are explained. However, just enough is communicated so followers have a general sense of what is going on. 5,5 . . . actively uses the informal system in order to get done what is expected. The carrot-and-stick approach is a key to this leadership style, in which the 9,1 substance of active learning is mellowed by a realistic consideration that friction among followers is costly. The 5,5 motto is "let's keep everyone happy".

Position 9,9 (Upper right corner): One major difference between 9,9 and other leadership styles is in goal setting and its use as a basic means of communicating expectations to followers. The capability of people to be involved in the educational process through commitment to goals is fundamental; the needs of followers to be engaged in meaningful interdependent effort mesh with the organization requirements for excellent performance.

The Managerial Grid is a descriptive model of leadership attitude, and Blake and Mouton make no straightforward claim that it is anything more. Along with the model, though, comes an exercise designed to allow the reader to identify his or her own position on the grid and compare it to the results of the study. We have modified this exercise to fit the educational setting.

Exercise C

In the exercise that follows we have adapted the Blake-Mouton Grid to the education environment. Four components of instructional leadership are listed. They are philosophy of teaching, planning and goal-setting, implementation, and evaluation practices. Take time to read each component and decide your style. Place a check in the block that you think best describes how you tend to behave:

Philosophy of Teaching

The 9/9 leader sees students as basically productive and creative. He attempts to maximuze followers' involvement in the planning and doing of meaningful learning since he feels this promotes productivity and satisfaction. Rejecting the philosphy that the needs of students and learning are in conflict, he feels there can and should be an "integration" of objectives and human potentials. He may err in granting students more autonomy than they are ready to accept. To avoid such an abuse of this style, he could be sensitive to the cultural backdrop which has conditioned students' expectations and practices.	Somewhat an extension of the philosophy that students and learning work are in conflict, this leader attempts to take a compromise approach in dealing with conflicting followers needs and organizational needs. Assuming that students can only be moderately productive and have moderate satisfaction, he further assumes their need for pragmatic leadership and "flexible" management. Despite denial and defensiveness if confronted, he likely feels students are gullible and can be manipulated. He is quick to rationalize his actions due to his ability to compartmentalize his thinking.	Assuming that students and learning concerns are mutually exclusive, this leader's philosophy is therefore reflected in his feelings that students do not like to work and that to get them to produce requires that he exert strong authority. For learning to be accomplished, he tends to feel students have to be directed, coerced, and controlled. His pessimistic belief about students' responsibility and competency are so all-inclusive that there are no exceptions. Such an unvarying philosophy becomes the best defense for his practices since he must compensate for the perceived inadequacies of his students.	With a basic underlying philosophy which is very similar to the style listed in the column to the left, this leader expresses his philosophy with a different set of behaviors. He feels students are not very competent, they do not like to learn and that they are not very responsible. As a leader he feels that his followers require shelter and protection which he feels they are not capable of providing for themselves. Obviously underlying this philosophy is the notion that learning and student concerns are in conflict; but this is often denied by this leader. Because of his own need for acceptance, he avoids negative commentary about others.	Perhaps in reflection of his own self-image. this leader sees followers as not liking to learn, not competent, hesitant to assume responsibility, and trapped. Students and learning concerns are felt to be in conflict; so, rather than choosing one or the other, the leader feels his best option is one of withdrawal from followers and isolation from organizational issues. This leader's philosophy is often manifested in a cynicism which is likely borne of frustration traceable to his powerlessness to have any meaningful impact on his organization.

An attempt is made by this leader to involve all followers who are to be affected by decisions in the planning and setting of goals. Students who are to be directly affected by decisions are included in discussions about those decisions. Through participation, the leader feels he increases the possibility of commitment. Creativity, he feels, is an outgrowth of increasing the number of resources which can best be achieved by the increased participation of the followers involved.	This leader favors a "tell and sell" and/or consultative approach to influencing students, goal setting and planning activities. He feels if he can get followers to see the logic of the steps he outlines for them, then they will go along. An attempt is made to find a delicate balance between exercising major control over the situation while taking into account the opinions of the majority of his followers. He prefers that followers "feel like the ideas are theirs"; but he supplies the ideas first, and works on the feelings secondly.	Using their authority and power as a base, this leader reserves the "rights" to keep planning activities, decision-making, and goal-setting to themselves. Most decisions are made on the basis of personal subjective criteria. To yield to others by including them in decision-making would be viewed as an admission of weakness and inadequacy as a leader. Decisions are made "for" followers not "by" them under this approach.	Leaders with a this approach to planning and goal-setting permissively abdicate decision-making and planning responsibilities so that the follower group has total control. In the extreme, the leader will withhold his own views from the followers. So strong is his need for acceptance that he feels followers will not "like" him if he imposes decisions that affect them.	In an effort to avoid personal risks, this leader tends to rely on precedents that have been set by past decisions or on authorizations from his superiors. He is quick to quote from the "manual" in making decisions and developing plans. Such an approach is likely designated to free him from personal involvement and responsibility since he can always say, "I can't do otherwise; my hands are tied."

Implementation

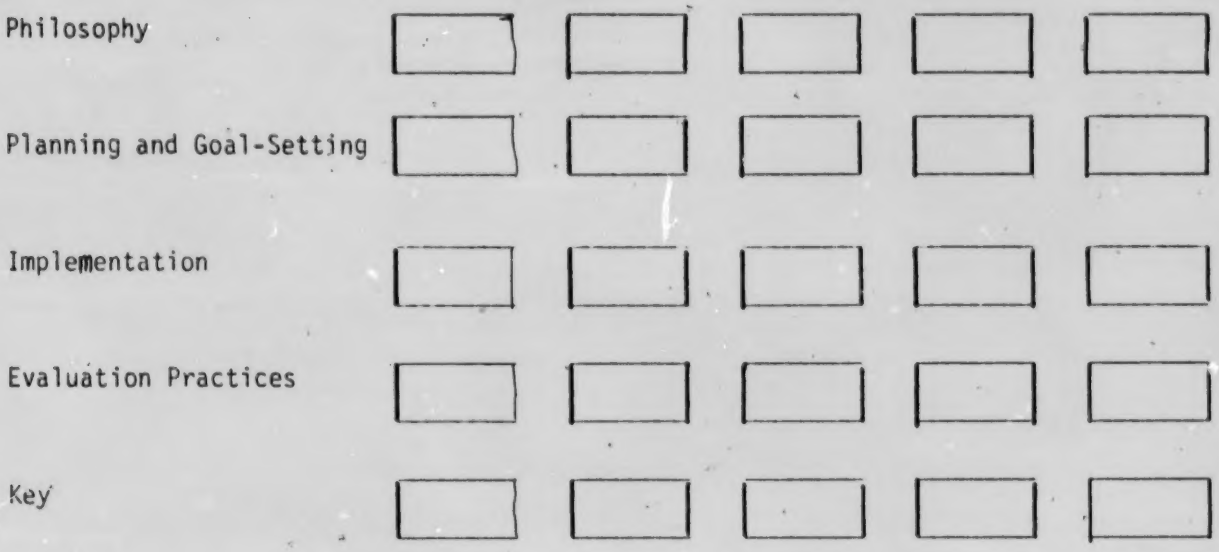
In implementation, this leader tries to develop a team from the learning group in which he functions as a member of the team. Because of the advantages of special resources he may have as a leader, he readily makes these available to the students. Encouragement is given to other members of the learning team to contribute whatever special resources they may possess. Under such an ongoing team effort approach, implementation becomes but a logical extension of the planning phase and, indeed, may have re-planning built into it.	This leader prides himself in maintaining an "open door" policy during implementation activities. In this stance, he considers himself to be "on call" when problems occur or when plans need reviewing or revising. Although the leader may feel he is making himself available, this approach is essentially one of minimum participation, when possible, or fire-fighting when necessary. Such practices serve to reinforce the leader's view of himself as extremely flexible.	With a firm insistence upon close and constant step-by-step supervision of implementation activities, this leader may often give the appearance of doing the work himself. Such actions, of course reflect a basic distrust of students and their ability to assume responsibility. During implementation activities, this leader's power and authority are likely to be most strict and speedy compliance which, in turn, may be his major mechanism for protecting himself from failure.	This leader provides little direction for his followers. He tends to function as a support person or administrator who occupies himself with providing satisfaction for the morale and technological needs of his followers rather than providing any direction. Encouragement checks as to what is needed or how students are feeling are his major implementation activities.	During implementation activities, this leader tends to specify his directions as clearly as possible. After having taken this step, he avoids any contact or involvement with the learning except when things do not go according to plan. If things are not going according to plan, he is likely to resort to policy or rely on the decisions he can solicit from superiors. A "management by exception" climate prevails, with this leader serving primarily as a behind-the-lines tactician.

Evaluation Practices

This leader views evaluation, in which his and his followers' performance is candidly appraised, as a learning experience. Usually these sessions are conducted on some kind of regular and ongoing basis and are viewed as being an integral part of implementation activities. Sessions may take a one-to-one, or team format; the guiding rule-of-thumb is: treat the problem within the context in which it exists.	With an effort at focusing on both mistakes and successes, this leader underplays evaluation. The whole process of evaluation is likely to be rather informal and may not be recognizable as evaluative in substance to an observer. It is not uncommon for this leader to be so uncomfortable with dealing with the failures of followers that he rather routinely rewards successes in a group setting while attending to failures in private one-to-one sessions. Sessions tend to be indirect, cliche-ridden, and "pep talk" oriented.	The focus of attention for this leader in evaluation sessions is on the mistakes and failures of students in one-to-one sessions. He shuns group meetings for this purpose. Essentially negative and somewhat punitive, he is concerned with fixing the blame and deciding on the penalties he sees as necessary so that the same mistakes will not happen again. It is not uncommon for him to "sacrifice" followers as an example to bring others into line. The evaluative session will be dominated by his thoughts and feelings to the extent that the follower who is "called on the carpet" will always be on the defensive.	With a "don't say anything if you can't say something nice" approach, this leader focuses his attention on the maintenance of high morale among his followers. He tends to avoid any discussion of followers' mistakes or failures. Such an approach may have as its basis the underlying distrust of students in that he likely feels they are too fragile to be confronted with their shortcomings and therefore must be protected from such unpleasantries. He would prefer to play the role of confidant, rather than that of censurer.	This leader customarily conducts evaluation sessions only if they are required by existing policy. When he does evaluate, he will attempt to find a method which limits his personal involvement and is fairly "safe" and impersonal. Such a method is often found through the use of a formal checklist with which the follower is familiar. He tends to avoid extreme ratings of either favorable or unfavorable, lest he be called on to defend them. Yet he is rigidly influenced by other's ratings in making grading decisions.

Feedback

Please check the block that represented your choices on the previous exercise. For example, if you checked the third box from the left on the Philosophy chart, check it below. Please check each of your four choices.



Please fill in the correct positions in the space entitled "Key" provided above, as follows. [9/9] [5/5] [9/1] [1/9] [1/1]
In each case above the 9/9 position is represented by the first column (left) and the 1/1 position is represented by the right column.

Robert Blake and Jane Mouton maintain that the 9,9 orientation is one that leaders should move toward in most organization. From a study of more than 700 managers in one organization, they conclude that, . . . "the greater an individual's career accomplishment, the more likely his style of approach is 9,9 and 9,1 and the less likely his approach is 5,5 or 1,9."[7]

The Managerial Grid is a descriptive model of leadership attitude, and Blake and Mouton make no straightforward claim that it is anything more. Along with the model, though, comes the exercise that you have just completed. As we will learn later there are conditions in educational settings that will often prevent you from leading from a 9/9 position. However, you can most probably improve your style and be more effective if you marked positions such as 9/1, 1/9, or 1/1. Why not give it a try?

Summary

Please think carefully about the decisions that you have just made. What do they tell you about yourself? Are you willing to attempt to overcome any constraints that prevent you from adopting an effective and efficient instructional leadership style? If you perceive that conditions are favorable, you may want to make an appointment with your supervisor or someone else whose opinion you value to discuss ways in which you may be a better instructional leader.

In Part I of this module we have examined leadership through several filters and lenses. Our first view of leadership was of Task Theory and we conducted a limited analysis of how we spend our time on the job. We discovered that the task analysis approach did not include attitudes and values that are so important in understanding the dimensions of leadership.

Next we examined traits such as interpersonal skills and desire to excell as dimensions of leader behavior that are most necessary in influencing others.

The Blake-Mouton grid helped us work with both task and traits on the two dimensional grid. This view of leadership is important since it conveys the idea that the successful leader is concerned both with getting the job done and with the satisfaction of those who are actually doing the work.

In the next section of this module we will examine concepts that go to the heart of the leader-follower process---the interaction between those who influence and those who are influenced.

PART II: LEADERSHIP: A FOCUS ON POWER

INTRODUCTION

To this point we have considered leadership styles that you bring to the situation, the concept of your relationship to others in the organization setting and the notion that your effectiveness as a leader is most often dependent on how you behave as a leader.

Perhaps the most fascinating dimension of leadership is power. Webster defines power in several different ways: (1) strength or force, (2) ability to act, (3) authority; right; control, and (4) person or thing who has authority or influence, among other definitions

David McClelland, the famous Harvard psychologist, has devoted a lifetime to researching the aspects of man's social needs. He organizes these needs into three categories: the Need for Achievement, the Need for Affiliation, and the Need for Power. He has found that it is the need for power that is related most closely with those who seek and obtain leadership positions--those positions of appointed or legitimate leadership as well as those informal but highly influential individuals that we find in the organization who exert influence over others with a formal leadership position.[8]

RATIONALE

We, as educators, most often do not see ourselves as powerful leaders. In fact, we tend to disdain the notion of power since it seems to convey such a negative connotation. However, as leaders we do need to have the ability to act--to make decisions and to get things done. In order to act, decide and

accomplish tasks as a leader it is necessary to use authority, to control, and, most importantly, to influence others. Once we influence others, we have knowingly or unknowingly employed power! As individuals with unique personalities we may or may not crave power. However, as leaders we are crippled without it.

POWER AND ITS DIMENSIONS

As leaders we must use power. Perhaps we have it and do not know how to use it. Perhaps we need it to accomplish our job of influencing others and cannot get it. The concept of power is fascinating and mysterious; a leader cannot exist without it.

One problem of understanding what power is and how it operates is the common tendency to regard it as a quality residing in an individual person rather than as the result of the interaction, or an exchange between people. We believe that power is not a quality of a person; that it does not reflect the characteristics of a person; that it is not something that is perceived as belonging to a powerful person with a mysterious gift of persuasion. Rather power grows out of the interaction of people and belongs not to the people themselves but to the interaction.[9] Each time we interact to influence the behavior of one another, power is implied in the interaction between the influencer and influenced. In the college setting, perhaps more than any other setting, we interact with others in an informal manner and often outside of channels of authority. And unlike the business world or military organizations, there are often no clear lines of authority in colleges. Rank is not such a strong symbol of authority; how we behave is often dictated by our notions of what needs to be accomplished. Supervision, although elaborate systems

are established, often is not very well practiced. The smooth operation of the college as an organization takes place through complex power and control processes built into that organization. At times in our college settings group members exert power; and sometimes they resist it. The coordination of the college toward accomplishing its goals requires the existence of a power structure. This structure of power means that there exists a formal system in which it is considered legitimate for one person to exercise power over other persons by sending influence attempts to them, and further that they (the influenced) allow themselves to be influenced by such exercises of power. Since the execution of power is so difficult in the college setting, it is as likely to be exercised by informal leaders as formal ones.

DETERMINANTS OF POWER

In order to allow influence over others we think of three important concepts that establish a framework for the interaction between people in which power relationships can occur. These determinants as listed by David J. Lawless in his book, Effective Management: Social Psychological Approach,[10] are as follows.

The first determinant of power is Resources defined as a property of an individual . . . something owned. It could be appearance, experience, knowledge or position. In any case, it must be something that is valued in society. For example, a college president would be perceived as having a large number of resources. Whatever its form it enables the person with the resources to determine in some way the rewards or cost of other people interacting with the person with the resources.

The second determinant of power is Dependency. The value of the resource is also determined by how much another person needs the resources of another. For example, in the college setting if we cannot accomplish our job without the skills of the folks in the computer center, the staff who control such information control valuable resources and we become dependent upon them. In this situation the staff of the computer center can control those of us who need their resources. If we cannot obtain the needed information elsewhere, we can do little to change the situation.

Let us assume, however, that the president of the college establishes a system in which we are assured of getting the information we need promptly and routinely as part of the formal system. The valued information of the computer center that we once paid such a high price to obtain is now routinely promulgated. The computer center and its powerful staff have lost power. Their precious resources are available to us free of charge, and thus our dependency on them is lessened or eliminated.

The third determinant of power is Alternatives. Each of us can respond differently to our need for resources and the resultant dependency. The extent to which we can go around, go over, or go to another source governs the number of alternatives that we can employ. Within the complex organization we can almost always turn to alternative resources in order to meet our basic needs. In the example involving the computer center, if we could have got the information we needed from someone else in the organization we would have been less dependent on the staff of the computer center. If an alternative resource had existed, we would have reduced the power of the department and staff on whom we were dependent. In a classic example students often can go to another student for help instead of relying on the instructors. In this case, the resources of the instructor are diminished to the extent that the student is less dependent by virtue of the alternative fountain of knowledge--a fellow student!

Exercise D

Before we move ahead it is important that you understand the framework in which various types of power are exercised. We have listed three determinants of power or three ways in which people can be influenced that can lead to power relationships.

In the following exercise please match the determinant to the situation we have outlined by placing a check beside the correct choice. The correct answers follow this exercise.

Situation	Determinant
1. You are influenced by a tall, dark and handsome fellow instructor because you like his looks	___ Resources ___ Dependency ___ Alternatives
2. You are influenced by the Institutional Research officer because he uses the computer to compute your grades	___ Resources ___ Dependency ___ Alternatives
3. You have been dependent on a fellow instructor to set up and operate the movie projector for you. You recently completed a course through the Learning Resources Center and now can operate it yourself.	___ Resources ___ Dependency ___ Alternatives
4. You are influenced by the president of the college because he seems to handle staff meetings so efficiently.	___ Resources ___ Dependency ___ Alternatives
5. You have always been willing to accomplish tasks assigned to you by the dean even though your job doesn't demand it. Recently, he critized a speech you drafted for him. He asked you today to comment on an article he had written--you informed him that you would not be able to get to it this week.	___ Resources ___ Dependency ___ Alternatives

Situation	Determinant
6. You are influenced by a counselor in whom you have confided. He always seems to be able to help you reflect on a problem and resolve it in your own mind. You really would not be able to be as mentally healthy without his help.	____ Resources ____ Dependency ____ Alternatives

Feedback

In the preceding exercise your task was to match the determinant of power to the situation listed. Your answers may have differed depending on the assumptions; however, we made the following choices. Please check your choices and, in the event your answer was different, rethink your choice and allow us to influence your thinking!

Summary

We have considered power as a function of people interacting from the point of view of the three bases: resources, dependency, and alternatives. We can see from the previous exercises that there are a number of different amounts of power that we may be allowed to use by those that we attempt to influence. Most social psychologists would argue that the interactions available in the three bases of power will depend on the strength of the relationships between the influenced and the influencer! As leaders, depending on the situation, we may need to reward, coerce, model proper behavior, be perceived as an expert or act with the full trust and support of our followers. Each of these ideas is like a stepping stone, and as leaders we must learn to build steps that will support our legitimate leadership in the education setting. In the following section of the module we will examine types of power that exist in an educational setting--and how we can come to enjoy power in a positive sense.

LEVELS OF POWER

Just as in other concepts, such as learning theory or stages of growth in humans, the notion of power can be viewed in terms of a hierarchy.[11] Perhaps we can understand this concept best through the example of the parental relationship to the child. We exercise influence over our children when they perceive that we can control things that they desire, such as food, money or approval of certain behaviors. We also influence our children when they perceive that we can control unpleasant outcomes such as punishment, scorn and rebuke. We exercise influence over our children if in this interchange of rewards and punishments they perceive us as fairly predictable and even-handed and decide that their behavior in the adult role should be similar to ours.

We exercise influence over our children when they perceive that we know how to handle special situations such as fixing a bike or solving a difficult math problem.

Finally we exercise influence over our children if after observing us in various power or influence roles they decide that we are the right parents for them and they are satisfied in the relationship. (If you have teenagers in your house you know how difficult this final level is to achieve!)

In the example above we have discussed the hierarchy of power, Reward, Coercive, Referent, Expert and Legitimate. Now we will examine each level of the hierarchy in some detail.

Reward Power

We have power over others if they perceive that we can mediate rewards. In this case the perception is that we have control over things desired. In short, we have control of resources, others are dependent on those things that we can control, and the less powerful individual either has no alternatives or chooses not to exercise his alternatives.

Coercive Power

We have power over others if they perceive that we can mediate punishments. In this case the perception is that we have control over events that are not pleasant. In short, we can fire or reprimand the individual, or cause the individual to carry out unpleasant tasks. (We could assign a particular instructor to teach a night class, for example).

As with reward power, we have control of resources (negative in this case), others would like to escape the pain of our potential actions, and the less powerful individual has no way to escape our actions or does not choose to do so.

Referent Power

We have power over others if they have decided that they would like to be more like us. Often this interaction occurs when followers decide to model (or copy) the leader's behavior. Referent power generally grows out of the interchange between leaders and followers of reward and coercive power in which the individual involved has gained a high level of satisfaction out of the relationship. Referent power is an important concept, since it often is the goal of the organization to cause followers to act like their leaders. If a leader uses resources well, the subordinate is likely to become dependent to the extent that the subordinate wants to be a leader and begins to act like the leader, to wear the same clothes, to work the same hours and, more importantly, to hold the same values.

Expert Power

We have power over others if they perceive that we have special skills and the capability to employ them in a certain situation. We may be privy to special information needed to solve a problem or possess special expertise that is recognized as a precious resource, such as a doctoral degree. As in previous uses of power, if others are dependent on our expertise or special skills and we demonstrate that we are willing to use our expertise to solve a problem, we can expect our followers to perceive us in a special way, as well as to attempt to solve problems using our techniques.

Legitimate Power

You may perceive that as we move through the types of power there are milestones that a leader would like to attain in a leader-follower relationship. Initially our goal may be to use rewards and punishments in such a creative way as to cause others to identify with us; that is, to allow us to use referent power.

Certainly the next step would be to have others regard us as experts in our jobs; that is, to afford us the rank of "expert". If we have been successful with others while in our leadership role, it is possible for others to award us with the ultimate accolade. If we are perceived to be legitimate in leadership, we would not only hold the rank or title afforded us by the organization, but others would agree that we should be the leader. When this special situation occurs, we have created a situation where we can be effective in a leadership role. When we have agreed to lead and others have agreed to be led, we are legitimate and are free to get on with getting the job done.

Exercise E

We have just examined five progressive stages of power that followers may afford us as leaders. In a given week in an educational setting we may see employed reward, coercive, referent, expert and legitimate power in our interactions with those whom we influence and those who influence us. In the following exercise read the critical incident carefully and then decide which types of power you saw operating. Check the highest level of power you perceive to be operating in the incident.

Critical Incident	Level of Power
1. A history instructor is awarded the Social Studies Teacher of the Year award by her peers.	___ Reward ___ Coercive ___ Referent ___ Expert ___ Legitimate
2. A math teacher announces to his class, "Three cuts and you are out . . . period."	___ Reward ___ Coercive ___ Referent ___ Expert ___ Legitimate
3. The Dean of the College has purchased a white Oldsmobile Cutlass . . . identical to the President's car.	___ Reward ___ Coercive ___ Referent ___ Expert ___ Legitimate
4. The Superintendent of Building and Grounds is the only person on campus who can repair the classroom building's complex air conditioning system.	___ Reward ___ Coercive ___ Referent ___ Expert ___ Legitimate
5. A science teacher has announced a point system for mastery levels on science units that can result in fewer modules required for certain grades.	___ Reward ___ Coercive ___ Referent ___ Expert ___ Legitimate

Feedback

In the exercise above, the responses we are looking for are as follows:

Critical Incident	Level of Power
1	Legitimate
2	Coercive
3	Referent
4	Expert
5	Reward

Your answers may have varied in one or two incidents based on your assumptions. However, if you understand the notion that levels of power are present in the exchange between the influenced and the influencer and that these levels vary with the situation, you have the concepts down pat.

In the next section we will examine yet another dimension of power. Not only are we allowed to influence others by virtue of their perceptions of us as individuals, but also by where we sit in the organization.

Summary

In this portion of this module we have explored another dimension of leadership. We have viewed power as a hierarchy or a level based on how others perceive us. In given situations all levels of power may be present. We, as leaders, would ultimately like to be perceived as legitimate by those we influence. However, all levels will undoubtedly be used in the educational setting depending on the situation.

POSITION POWER

Introduction

Position Power. In the previous section we discussed power from a personal standpoint. It is difficult, however, to separate the person from the role that is played in the organization. We have often seen college presidents without much power when someone else, such as the board of trustees or the faculty, is exercising the power that ordinarily rests with the president. However, this phenomenon is rare. Presidents are most often in charge of their institutions by virtue of their legal power. It is this legal power and the accompany status that we would like to concern ourselves with now. When the organization appoints, names, elevates or otherwise makes decisions that make it legal to impact others, it is said to have position power. This position power stems out of a system of authority. The mix of position power, status and personal power relates to the total power that can be brought to bear on a situation. In this section we want to consider the power of a position and we will argue that leader position power is determined by the exercise of control over others afforded by the role assigned and the status afforded in a given situation. Generally the more formal the position--the greater control or the status afforded--the greater the controls that can be employed and the greater the power that is present in a situation.

Rationale

As we behave in organizations, we are assigned a status rank and the orgarization's social system acquires a structure in which we take on social

roles to which are attached expectations of how one can and should behave. Perceptual interaction gradually leads members of the organization to develop perceptions about what behaviors belong to which position.[12]

Depending on the role we play, those with whom we interact may allow us to employ various degrees of power. For example, as an instructor our students may afford us more power than would the members of a committee that we may be assigned to chair. In the event that we play a role as a department head or chairperson we would expect that we would probably be afforded less power than we would enjoy with our students, but certainly more than we would be granted if we were the chairperson of a committee.

Status: The Right of Power

As we have discussed before, the most obvious way in which we vest power in the leader is by affording an individual the right to exercise the various aspects of leadership--such as the ability to direct and evaluate us; to reward and punishment us as the situation may require. We accomplish this right to power through a process the social psychologists call **status**. Status provides the leader another opportunity to influence followers. Status is the rank we confer on a person according to our perception of that individual. More often it is not formalized but is recognized by these in the organization as falling at some point between the highest and lowest rating of a specific category of people.[13] It is important, however, to realize that the directing, evaluating, rewarding and punishing aspects exercised by a leader must be accomplished within the legitimate boundaries of the leader's job.

Exercise F: A Role Play

For the purposes of this module we will assume a job situation for you. Assume that you are the Department Chairperson of the English Department in a community college. We will assume that you also teach two sections of Freshman Composition. Within the committee structure of the college you are the Chairperson of the Standing Committee on Admissions. In the first role you are appointed in writing by the President of the College and your appointment as chairperson is indefinite. In this role you report directly to the Dean of Instructural Services. As an instructor in English, you report to yourself as Department Chairperson. As Chairperson of the Committee on Admissions you report (in writing only) the recommendations of your committee to the President's Management Council (the President and Vice Presidents). We believe that your position power in each of these three roles varies. Please assume that you are playing the three roles suggested and decide what you think your position power would be in each case.

A scale that is useful in determining leader position power was devised by Hunt (1967).[14] We have adapted it to fit the community college setting. In the exercise that follows imagine yourself in the three roles just outlined. For each of the twelve questions listed on the Position Power Scale decide if you think that the aspects of the role would allow you to exercise position power.

For example, if you think that in your role as Chairperson of the English Department you could recommend to the Dean rewards and punishments you should circle "yes". If in the second role as instructor you could recommend rewards and punishments for your students you should circle "yes". If, on the other hand, you could not use such power with your committee you should circle "no".

In each situation keep in mind those with whom you are interacting in the simulated position. For example, when looking at the variables as an instructor please remember the reference group is your students.

At this time please complete the exercise by circling "yes" or "no" for each of the twelve questions for each of the three roles.

Please total the number of "yes" answers for each of the three roles and place tnat number in the space provided at the bottom of the form.

Position Power Variables

POSITIONS (ROLES)

Variables-- With regard to those you control:	Instructor English Department		Chairperson English Department		Chairperson Committee on Admissions	
1. Can you recommend rewards and punishments to someone above you?	YES	NO	YES	NO	YES	NO
2. Can you reward or punish on your own?	YES	NO	YES	NO	YES	NO
3. Can you recommend promotion or demotion to someone above you?	YES	NO	YES	NO	YES	NO
4. Do you have special expertise that informs others as to how to accomplish their tasks.	YES	NO	YES	NO	YES	NO
5. Is your job to tell others what to do, but not to do the job for them?	YES	NO	YES	NO	YES	NO
6. Can you promote or demote on your own?	YES	NO	YES	NO	YES	NO
7. Can you instruct others below you concerning what tasks they are to do?	YES	NO	YES	NO	YES	NO
8. Is is your job to motivate those below you?	YES	NO	YES	NO	YES	NO
9. Can you evaluate in writing how well those below you perform?	YES	NO	YES	NO	YES	NO
10. Can you supervise and evaluate those below you and correct their actions on the spot?	YES	NO	YES	NO	YES	NO
11. Do you have enough information and expertise to accomplish the job of those below you if the need exists?	YES	NO	YES	NO	YES	NO
12. Have you been given an official title by the college?	YES	NO	YES	NO	YES	NO

	ROLE #1	ROLE #2	ROLE #3
TOTAL			

Feedback

If we were in a work setting in industry or business our rating scale probably would not be needed. Practically all managers and supervisors have higher position power. In our case, however, the point we have attempted to make is that in the educational setting our position power will vary with the role we play.

In the exercise that you completed, we hope that you circled more "yes" answers in your role as instructor than in your role as department chairperson and that you circled more "yes" answers as department chairperson than in your role as committee chairperson.

We completed the exercise based on what we generally believe to be true in the many community colleges that we have visited.

Our responses are listed below.

Alberta	YES 12 NO 0	YES 9 NO 3	YES 7 NO 4
George	YES 12 NO 0	YES 10 NO 2	YES 1 NO 11

Summary

It can be inferred from our responses to the Position Power Scale that we perceived position power slightly differently. This is bacause we make different assumptions and have had different experiences. And so it is with your responses. They will differ from ours based on your current organizational setting, your assumptions and your previous experiences.

We believe, however, that generally our position power is strongest in the role of instructor, slightly weaker in the role of chairperson of a department

and extremely weak in the role of chairperson of a committee on admissions.

In conclusion we believe that the concept of leadership is extremely situation dependent. Not only do we bring different personalities to our assignments as leaders, but the legal aspects of the position tasks to be accomplished, the role to be played, and the power one is able to use, are all dependent on the situation in which we find ourselves.

In the next section of this module we will examine some of the dilemmas of leadership. Through this examination we expect to provide you with some tools to lead more effectively in various settings and situations.

PART III: THE DILEMMAS OF LEADERSHIP

INTRODUCTION

To this point we have centered our analysis on you as an instructional leader. The Position Power Scale provided us with the notion that our position power varies with the role we play, the tasks to be accomplished, the legal aspects of the position and the power we are able to employ. How do we best play the various roles that we are often expected to play in the organization? Chairpersons and department heads certainly play leadership roles beyond the classroom. Most classroom instructors play roles outside the classroom either as group leaders or as members of a group. The principles of leadership are the same as we have discussed. However, when we move into the organization outside the instructional setting, the variables become more complex and as a result we must face several dilemmas.

In a broader setting our basic dilemma may be a discrepancy between what we believe to be right and desirable and what we do in practice. When we consider our roles with colleagues we might think "How democratic can I be and get the job done?" or we may look at the other side of the coin and ask ourselves, "How authoritarian must I be in order to get the job done?"

RATIONALE

In addition, in environments in which we as leaders do not have clear directions as to what is to be done and how we influence others, we face a series of dilemmas. It is important for educational leaders to learn to live with stress and uncertainty and with tough choices. For example, we live in a

tradition of competition, but in our setting we must be cooperative.

We are under pressure to get the job done, to be efficient, but we want to collect all points of view. We are pushed for time, but participation takes time.

A CONTINUUM OF EDUCATIONAL LEADERSHIP

We can look at the dilemmas in terms of a continuum developed by Warran Schmidt and Robert Tannenbaum.[15]

If we extend the continuum at either extreme we get autocracy or abdication. The autocrat violates our traditional values and our self-image as persons who are open and sensitive. The abdicrat is irresponsible and violates concepts of leadership which get work done.

I can decide where I stand on the continuum by examining the following factors:

Forces in me, including

My motives and needs
My assumptions about people in general
and about colleagues, subordinates, superiors, peers, in particular
My value system
My confidence in the group
My leadership inclinations
My feelings of security and my "tolerance for ambiguity"
My own motives as related to the personal needs I am satisfying.

Forces in the group, including

Their needs for independence/dependence
Their readiness to assume responsibility
Their tolerance for ambiguity
Their interest in the problem
Their understanding of goals and their role in formulating them
Their knowledge, experience, and skill in the particular task
Their expectations
The effect on the group of my own assumptions about them, their motives, and needs.

Forces in the situation, including

Type of organization
Effectiveness of the group
Pressure of time
Consequences of action
The perception I have and the perceptions the group has of the task.

An examination of these forces may yield significant information about one's leadership style and, of great importance also, about the way in which that style is appropriate to any given condition created by these forces. There is not one "best" style. Making a decision which affects the well-being of the total group and which the group is going to have to carry out might be done best with a "consulting" style. Rather than working hard to develop style X, we would be wiser to develop the capacity to discern what kind of leadership is required in a given situation and the resources to use that style.

LEADERSHIP AND THE GROUP PROCESS

The key aspect of leadership is that it is a role stemming from the interaction of the group members. Leadership cannot be understood apart from group dynamics. The leader must possess considerable skills and insight because it is always necessary to prevent the designation as leader, chairperson, department head, or task force leader from interfering with the need for group interaction.

Such a leader must understand group dynamics and membership behavior within the group.

For each of us the challenge is great. As leaders we will either be

able to actualize the potential of the group or dominate, ignoring the contributions of others and alienating the members of the group.

In viewing leadership as a role growing out of interaction with others, we must realize that groups in themselves are neither good or bad--effective nor ineffective. In the role of leader we will often be able to decide what should be done by ourselves. Most often, however, our need and responsibility to make decisions will necessitate involving others. Regardless of whether we elect to solve the problem or decide the issue ourselves, the meat of the leadership role is making decisions.

LEADER AS DECISION MAKER

As the decision maker, the issues we must consider are:

--when to call others into a decision

--how to best use the resources of others

--what kind of decision process to use

--if meetings are needed, how to make them maximally effective.

The role of leader requires us to diagnose the decision task, the resources available, and the best group process to use.

As a decision maker we may or may not need to involve others. We have all heard instructors say . . . "We are all so busy going to meetings that we cannot get our job done". When individuals make such statements, what they really mean is that individuals in the organization do not feel that they should be involved in every decision.

The secret then is deciding when to use groups. Tannenbaum and Schmitt recommend that we should elect to use the resources of the group

when:[16]

--we lack key items of information

--we lack a full range of alternatives for a decision (brainstorming)

--we are not certain of the effects of different alternatives

--others have to be involved in order to insure proper implementation

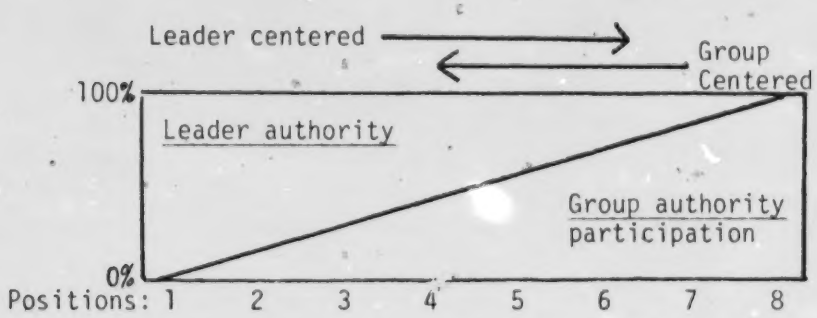
--the task or problem itself needs clarification

--there is high interdependence among the involved parties or implementers

When any of the conditions listed above apply, our next problem becomes how do we best use the resources . . . . or to return to a previous dilemma "How democratic can I be?" or "How authoritarian must I be?" or "Do I need to involve the group in this decision?" Tannenbaum and Schmitt depict the dilemma on a continuum.[17] See Figure ____.

Figure __

CONTINUUM OF LEADERSHIP BEHAVIOR



The idea depicted in Figure ___ is that a decision can, and depending on the situation, should be totally a leader decision or totally a group decision, or more likely someplace in between. The model includes eight different leader decisions. They are as follows:[18]

Leader Decisions

1) Leader decides and announces decision
2) Leader decides and sells his decision
3) Leader decides and invites questions and challenges
4) Leader decides and permits group to reverse decision
5) Leader announces tentative decision, consults, then decides
6) Leader announces problem, gets alternatives, then decides
7) Leader announces problem, gives limits, lets group decide
8) Leader lets group define problem and decide within limits or according to targets set by manager and group

DECIDING HOW TO DECIDE

In the exercise to follow we will ask you to decide which of the eight positions listed above you would choose to use in the incidents presented. In each of the decisions ask yourself the following questions.

--Do I need information from the group?

--Do I need to have the group help me decide the different ways to solve this problem?

--Am I certain of what will happen if I choose a certain solution?

--Do I need to involve others because they must be committed to what is decided?

--Have I been able to determine precisely the problem to be solved?

--Is the problem one that we cannot solve without working together closely?

Based on how you answered the question above, circle <u>one</u> of the positions listed after each critical incident in Exercise G.

EXERCISE G

For choices refer to Leader Decision on page ___

Critical incident #1

You, as an instructor, want to communicate to your students your attendance policy for the semester. The college has a general policy, however. The policy states that individual instructors can modify the general provisions of the policy by requiring a higher attendance where the situation warrants and where the instructor's policy is clearly communicated to the students.

Your position: (circle your choice) 1 2 3 4 5 6 7 8

Critical incident #2

You as department chairperson have called a meeting of your department in order to determine the teaching schedule for the spring semester. Thirty percent of the classes must be taught at night and your department does not have a policy concerning day and night teaching. You have determined that in order to generate full loads for your full-time staff, several instructors who have been teaching only during the day must teach at night in order to cover the classes.

Your position: (circle your choice) 1 2 3 4 5 6 7 8

Critical incident #3

As an instructor you would like to introduce a contract system in your courses. You believe that if students know in advance how much work must be done and at what level of quality, both grades and the amount of learning would be higher. You also believe that the students might accept the new system if they feel that they have had some voice in the decision. In this situation you have your course set up and have already decided

what the standards would be to fulfill the contract for a particular grade.

Your position: (circle your choice) 1 2 3 4 5 6 7 8

Critical incident #4

As the chairperson of the academic policy committee you have been informed that the Board of Trustees has passed a new policy limiting the number of credit hours that a student can carry per sememster when the student has demonstrated Math or English deficiencies upon entry to the college. The Board has asked the President to recommend a new policy that would satisfy its concern. The President has asked you to have the committee make a recommendation.

Your position: (circle your choice) 1 2 3 4 5 6 7 8

Critical incident #5

As department chairperson you have been asked to recommend your faculty for a merit pay. The merit pay can vary from 0% to 5%, and you and your department have previously determined detailed procedures for determining merit pay based on supervisor evaluation, student evaluations and service to the college. You as department chairperson can also raise but not lower the merit increment based on your evaluation of the "total instructor". You are pondering how you should go about making this decision.

Your position: (circle your choice) 1 2 3 4 5 6 7 8

FEEDBACK

Discussion of Choices

Critical incident #1

Our choice--Position 1 Acceptable--Position 2

The best answer for this situation is Position 1. In this situation you as instructor have strong position power, You have all the information that you need and, in fact, you cannot afford to allow the students to democratically decide how often they should come to class.

Position 2 is also acceptable if you assumed that involving the students in discussing (not deciding) the policy might be helpful in insuring proper implementation of the policy.

Critical incident #2

Our choice--Position 8 Acceptable--Position 7

This is a ticklish problem. It is important for you to understand that this is potentially a "no win" situation for you as department chairperson. This is a situation in which you have medium position power. It is probably best not to attempt to use it in this case. As department chairperson in this situation you are the messenger bearing sad tidings. Is best to let the group decide as long as they are willing to bite the bullet. Who knows--perhaps you can get a couple of volunteers!!

Critical incident #3

Our choice--Position 2 Acceptable--Position 3

This situation is similar to critical incident #1. Again your position power is high and you have all the information you need. However, your new system is a change from what has transpired in the past. If this

is a new semester your "selling job" may be reduced. In any case, chances are good that the students are not familiar with contracting. Selling your decision is an important step in gaining acceptance of this educational innovation.

Critical incident #4

Our choice--Position 8 Acceptable--Position 7

In this situation your position power is weak and yet the group is constrained in what it can do. In fact, the Board has made a decision and is asking the institution to flesh it out. You are in the same situation as is the President. You lack key items of information and a full range of alternatives. You are also not sure of the effects of different alternatives. Almost everyone in the college will be affected by the decision and the problem needs to be clarified.

This situation clearly moves us toward position 8. If you assumed that the problem was clearly defined and it easily could have been, Position 7 is acceptable. Since there is such a high degree of interdependence required and your position of power is low, you probably would not want to decide this one yourself.

Critical incident #5

Our choice--Position 1 Acceptable--Position 2 or 3

This situation may also be a "no win" situation for you depending on whether the circumstances warrant some 0% merit decisions. However, let's take the brighter side. Your position power is high and you possess all of the key items of information and the full range of alternatives is within your domain.

You might want to be careful about using position 2 or 3. If you have raised the merit increment by your own authority it might be good to explain why to those that should be motivated by your decision. However, in most cases selling your decision or allowing your decision to be questioned or challenged is inviting disaster!

SUMMARY

In this section of the module we have begun to consider the complex dilemmas of leadership. We examined a continuum of leadership that moves from leader's use of authority to the use of group authority through participation. We learned to use a set of considerations that helped us answer the questions "How democratic can I be?" and "How authoritarian must I be?". We discovered that the answers to those questions has much to do with the nature of the problem that we are attempting to decide. It is as big a mistake to allow the group to make a decision that is impossible to live with, such as 5% merit pay for everyone when the budget would not support such a decision, as it is to make a decision that the group believes strongly is its terrain, such as making decisions on hours to be carried by a student with skill deficiencies.

Knowing how to make better decisions as a leader may certainly help you to be a more effective leader. Being constrained by forces in a situation is most likely to keep you from making the correct decision. We as professionals must continue to work to improve the environment in which we spend most of our productive hours. In many cases you will not be rewarded for thinking through a decision and deciding how

best to handle the situation. Often the press of time, the political realities, the personalities of your supervisors and the readiness of the group to assume more responsibility will work against rational decision-making.

Our hope is that you will expend energy to overcome these barriers to effective decision-making. Ask for more time, learn to deal with political realities, work with your supervisor to help that person to make better decisions and more timely decisions, and most important improve the effectiveness of those you supervise. Sharing this module might be a great start.

PART IV: BITS AND PIECES

REVIEW

In the module we have introduced various dimensions and dilemmas of educational leadership.

In Part I, we began our journey by examining task theory and trait theory. We then combined these two traits and viewed leadership as a concept involving both concern for task accomplishment and concern for the morale and well-being of those who are expected to accomplish work. The Managerial Grid was used so that you would be able to analyze your leadership style.

In Part II, we focused our attention on the power dimension of leadership and learned that leader power is the result of the interaction or exchange between leaders and followers that allows the leader to influence others and make decisions.

We examined the determinants of power and discovered that out of the power relationship leaders possess resources and often we as followers are dependent on these resources in order to satisfy basic needs or to accomplish our jobs. We also discovered that a leader's resources and our resultant dependency are diminished to the extent that we can or decide to employ different options in dealing with powerful individuals.

Also in Part II we analyzed the various levels of power. The hierarchy of power resulted in a continuum from reward power to legitimate power. We also discovered that various levels of power can exist in an interchange between leader and follower in any given situation.

We concluded our discussion of power by examining the notion of position power within the organization. We learned that position power is related to the role we play in the organization. In the related exercise we examined three roles that we might play in the college setting and concluded that our power in each role will most often vary with regard to status and legal authority.

In Part III, we turned our attention to the dilemmas of leadership. In this section we became aware that regardless of our preferred leadership style and power in the organization the situation would most often dictate if we could afford to be authocratic or more democratic in our leader behavior.

In a role play exercise we varied our leader behavior from a position of making the decision ourselves to a distant position of turning over the decision to the group for decision. We also learned that there were solid and rational reasons for the positons that we chose.

In concluding Part III we were moving toward acceptance of the idea that most situations will call for some type of participative group decision where the resources of others are employed to improve decision quality and group commitment.

We have entitled Part IV appropriately "Bits and Pieces". We have made this decision based on the complex nature of leadership and its ever evolving dimensions and dilemmas. We also have chosen not to discuss many aspects of leadership that you will find in the literature. We trust that this brief expedition into the labyrinth of leadership theory will be sufficient to cause you to explore this exciting concept further. Anticipating that you

will choose to explore the dimensions and dilemmas of leadership beyond this module, we have chosen to outline briefly several additional aspects that may spark additional inquiry.

CHARISMA

The charismatic leader uses the concept of excitement of his followers. Webster defines charisma "as a quality of extraordinary spiritual power attributed to a person or office capable of eliciting popular support in the direction of human affairs." In order to be effective the leader who is able to utilize this dimension must be able to perceive followers' feelings and dramatically express and set goals, if on nothing more than an emotional basis.

Charismatic leaders are probably few and far between in education; however, there are a few political and religious leaders who are perceived to possess this extraordinary dimension of leadership. Charismatic leadership most certainly has its limitations; especially when it is not co-located with many of the other characteristics generally found to be present in a leadership setting. Robert S. Cathcart and Larry A. Samovan in their book, Small Group Communication warn, "Charismatic leaders must take care though, least their style be preceived by group members as insincere rhetoric designed to manipulate them emotionally without giving due credit to their intellect."[19]

INTELLECT

The intellectual leader brings the ability to provide perspective and definition to the problems confronting his group. The intellectual leader is good at providing guidance and direction for problem-solving and at analysis and evaluation of proposed solutions. This person attempts to be steadfastly

objective and has a natural tendency to seek and reject bias in all of his group's work and relies on rationality, logic and knowledge.

These attributes can be both valuable and detrimental to a leader. In the right situation, for example when members play by the same rules, these characteristics might serve to enhance group effectiveness. In other situations, such as one in which group members are non-intellectual or are oriented toward other values, intellectual leadership might not be applicable. In such groups and situations schisms in interaction and barriers to communication can develop and have an extremely adverse effect on group performance and morale.

It follows, then, that leaders with ability to employ the intellectual approach should give careful consideration to the group and how they will be received. They should consider, too, the probability that they will be perceived as extremely task-centered, even if they are not.

COUNSELING

There are probably as many different ways of counseling as there are people who have counseled. How a leader counsels his subordinates, though, may have a serious impact on either group productivity or morale. Schools of thought regarding counseling by managers have been polarized around two ideas: "directive counseling" and "non-directive counseling."

The former method of counseling springs from the common definition of counseling--to give advice. Using this method, a leader determines that a subordinate's behavior warrants advice, and after due consideration he offers it. The behavior stimulating the advice may be appreciated, with the advice taking the form "Keep up the good work!" On the other hand, behavior that is not

appreciated may draw advice that is designed to correct the "problem." The directive counselor tends to:

1. identify the problem
2. determine the solution
3. give advise that will bring about that solution.

The non-directive counselor takes a somewhat different approach. Rather than doing it himself, he will give the client the opportunity to diagnose his own problem, work out his own solution, and follow his own advise. According to William A. Ruch, the non-directive counselor must be very patient as well as an active listener.[20] Additionally the counselor must understand and be able to reflect the feelings of the person being counseled and use questions sparingly, but enough to be helpful to the employee in the expression of his position and emotions. The advocates of this patient approach maintain that it will eventually lead the subordinate to the real problem and a lasting solution. Of course non-directive counseling may be more costly in terms of the leader's time, often not getting the problem solved as quickly as possible.

SUMMARY

The impact of the scientific method and behavior science research on the study and practice of leadership has been significant. The two have taken us from Taylor's task management through an era of leadership imitation to probing of leader personalities, follower groups and environmental situations. There is no universal scientific formula that relates which style best fits certain situations. However, researchers have made excellent progress in recognizing that leadership style effectiveness is dependent on the situation in which the leader attempts to influence a group of followers. Our brief and limited trip through a fascinating subject leaves us with this parting axiom.

In our colleges and schools one's leadership style is an essential variable along with curriculum and technology--all designed to maximize learning. Educational leaders must make certain that the product of all our efforts is worth the great amount of time and money that we require from students.

PART V WRAP-UP

If you will recall we listed ten objectives. Most of those objectives should have been accomplished at this point. Objective 1 and 10 can be mastered at this time. If you did not match at least 18 of 20 of the terms during the Preliminary Activities you now have an opportunity to test your mastery of those terms.

Please take a few minutes to complete the post test and please send us the evaluation form so that we can improve any areas of the module that did not meet your needs.

POST TEST

1. Read the term or concept on the left side of the page and search the right column of definitions for the meaning that you believe to be correct.
2. When you have found what you believe to be the correct answer, write the correct letter in the space provided beneath the terms.
3. When you have matched all terms or concepts with their meanings, check your answers with those that we have provided.
4. Revise your answers by reflecting the correct choice.

Terms and Concepts

1. Task Theory

   _____

2. Trait Theory

   _____

3. Two-Dimensional Leadership

   _____

4. The Managerial Grid

   _____

5. Leader Influence

   _____

6. Leader Power

   _____

7. Determinants of Power

   _____

A. A theory of leadership that focuses on work in terms of what is done in order to determine systematically how the job should be accomplished. A work-centered leadership approach designed to increase productivity.

B. A means of viewing the strength of a leader's concern for people and concern for task accomplishment.

C. A type of power in which individuals exercise influence over others when followers have decided to model leader's behavior.

D. A dimension of power that relates to the role that an individual plays in the organization and the influence one is able to expect by virtue of status afforded.

E. A hierarchy of power in which individuals exercise influence over others in relation to the type of power that is present in a situation.

F. The Group challenged by the authors of this module to overcome barriers to effective decision-making by understanding the dimensions of overcoming the dilemmas of educational leadership.

8. Resources _____

9. Dependency _____

10. Alternatives _____

11. Levels of Power _____

12. Reward Power _____

13. Coercive Power _____

14. Referent Power _____

15. Expert Power _____

16. Legitimate Power _____

17. Position Power _____

18. Continuum of leader behavior _____

G. One of the determinants of power, defined as how much another person needs the resources of the person who holds them.

H. A type of power in which individuals exercise influence over others by controlling things desired.

I. A theory of leadership that focuses on leader's behavior in terms of concern for getting the job done and concerns for those who accomplish the tasks.

J. The quality of a leader that produces the act or the power of producing an effect without apparent force.

K. A notion of leadership theory which argues that depending on the situation the leader should vary his leadership style.

L. A type of power in which individuals exercise influence over others by controlling unpleasant events.

M. One of the determinants of power, defined as how many different options one has to dealing with a powerful individual.

N. A type of power in which individuals exercise influence over others when followers perceive the leader possesses special skills or information.

O. A participative style of leadership in which the leader elects to use the resources of others to improve decision quality and group commitment.

P. One of the determinants of power, defined as the property of an individual that enables the person to determine rewards and costs to others who interact with him.

Q. The highest level of power--a type of power in which followers have interacted over a sequence of events with the leader and have decided that the leader <u>should</u> lead and <u>should</u> be followed.

19. Group Decision-making

_____

20. The Reader of this Module

_____

R. A theory of leadership that focuses on personality. The theory argues that we look at what an individual possesses in relation to what a job demands.

S. A framework for the interaction in which power relationships can occur.

T. The result of the interaction or exchange between leaders and followers that allows the leader to influence and make decisions.

Evaluation: Number Correct _____

Number Incorrect _____

ANSWER KEY

PRELIMINARY ACTIVITIES

1. D	6. S	11. G	16. R
2. H	7. O	12. E	17. I
3. M	8. C	13. P	18. T
4. B	9. J	14. N	19. F
5. Q	10. A	15. K	20. L

EXERCISE D

Situation 1: Resources
Situation 2: Dependency
Situation 3: Alternatives
Situation 4: Resources
Situation 5: Alternatives
Situation 6: Dependency

EXERCISE E

1. Legitimate
2. Coercive
3. Referent
4. Expert
5. Reward

POST TEST

1. A	11. E
2. R	12. H
3. I	13. L
4. B	14. C
5. U	15. N
6. T	16. O
7. S	17. D
8. P	18. K
9. G	19. O
10. M	20. F

NOTES

[1]Daniel A. Wren, The Evolution of Management Thought (New York: Ronald Press Col, 1972), p 123.

[2]Task list adapted from John E. Roueche, B. R. Herrscher and G. A. Baker, Time As the Variable, Achievement As the Constant: Competency-Based Instruction in the Community College (Washington, D.C.) American Association of Community and Junior Colleges, (1976), p. 10.

[3]Ralph M. Stogdill, Handbook of Leadership (New York: Free Press, 1974), pp. 72-81

[4]E. A. Fleishman, E. F. Harris, and H. E. Burtt, "Leadership and Supervision in Industry," Ohio State University, 1955.

[5]Stogdill, Handbook of Leadership, p. 378.

[6]Robert R. Blake and Jane S. Mouton, The Managerial Grid (Houston: Gulf Publishing Co., 1964), pp. 8-243.

[7]Ibid, p. 243.

[8]David C. McClelland. The Achieving Society (New York: The Free Press, 1961).

[9]David J. Lawless. Effective Management: Social Psychological Approach (Englewood Cliffs, New Jersey, 1972), p. 231.

[10]Ibid, pp. 232-233.

[11]Ibid, pp. 233-235.

[12]Ibid, p. 253.

[13]Ibid, p. 245.

[14]J. G. Hunt, "Fielder's Leadership Contengency Model", Organization Behavior and Human Performance, 2 (1967), pp. 290-308.

[15]Robert Tannenbaum and Warren S. Schmidt, "How to Choose a Leadership Pattern", in Howard Business Review, May June 1973, pp. 162-180.

[16]Ibid, pp. 162-180.

[17]Ibid, pp. 162-180.

[18]Ibid, pp. 162-180.

[19]Robert S. Cathcart and Larry A. Samovar, Small Group Communication (Dubuque, Iowa: Wm. C. Brown Company Publishers, 1974), p. 383.

[20]Wm. A. Ruch, "The Why and How of nondirective Counseling," Supervisory Management, January 1973, p. 14.

EVALUATION FORM

We would appreciate your thoughtful evaluation of this unit.

A. I found this unit to be:

Practical	_____:	_____:	_____:	_____:	_____:	Impractical
Provocative	_____:	_____:	_____:	_____:	_____:	Dull
Useful	_____:	_____:	_____:	_____:	_____:	Useless
Clear	_____:	_____:	_____:	_____:	_____:	Cloudy
Tough	_____:	_____:	_____:	_____:	_____:	Easy

B. How helpful was/were:

	Extremely Helpful					Not Helpful At
1. The unit overall	1	2	3	4	5	6
2. The objectives	1	2	3	4	5	6
3. The learning activities	1	2	3	4	5	6
4. The readings	1	2	3	4	5	6

C. What I liked most was: _____

_____

_____

D. What I liked least was: _____

_____

_____

E. I would improve the unit by: _____

_____

_____

F. I developed these additional learning activities: _____

_____

_____

_____

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